

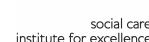
“No we can’t use less words! Or can we?” Reflections on a journey into e-learning

Sally Richards – University of Reading
Michelle Lefevre – University of Sussex
Pamela Trevithick – University of Gloucestershire
Dominic King – SCIE



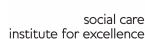
Outline of paper

- What is an e-learning object?
- Our task – to produce a set of 10 e-learning objects on communication skills in social work/social care within one year (Sept 07 – Sept 08)
- Composition of team
- Interesting challenges
- What we have learned



E-learning objects are...

- A series of discrete interactive learning resources on a particular theme.
- These can be studied in various ways e.g. individually by learners or as part of class based learning.
- E-learning objects can be accessed directly from the web, or downloaded to a university's Virtual Learning Environment (VLE) and accessed from there.
- Each e-learning object has to stand alone. No knowledge of previous (or future) e-learning objects in the series can be assumed.



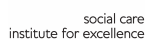
Examples of Screen Types

- Photos
- Talking heads
- Video
- Audio
- Quizzes
- Activities e.g. reflective exercises
- Line drawings / illustrations
- Interactive pictures
- Pop up information
- Downloads



Our Task – 10 e-learning objects

1. Overview of communication skills in social work
2. Forming and maintaining relationships with service users, carers, professionals and others
3. Providing information and explaining
4. Gathering Information
5. Barriers to communication
6. Particular communication needs
7. Communicating in challenging situations
8. Using play and the creative arts to communicate with children and young people
9. Communication through action
10. Communication across social and cultural differences



Our team

- Dominic King – SCIE
- Michelle Lefevre – University of Sussex
- Sally Richards – University of Reading
- Pamela Trevithick – University of Gloucestershire
- Cimex (a digital media agency)

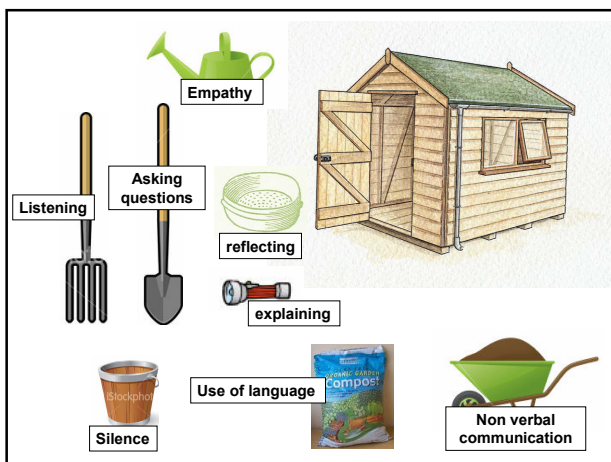


Challenges

- Using helpful imagery
- Using imagery to drive content
- Addressing complexity

Challenges

Using helpful imagery



Estimated time required: 60 minutes Learning aims Help | Text only

social care institute for excellence scie

Overview of communication skills in social work

Introduction ☒ Quiz ☐ Principles & Skills ☒ Practice ☒ Conclusion ☐ References

NOTICEBOARD

Social workers who communicate effectively draw on many different skills.

Click on the post-it notes to the right to read a brief explanation of a range of communication skills widely used in social work.

As you work through this object you may want to refer back to these post-its.

When you are finished, click 'next' to go to the 'Practice' section.

BACK Page 3 of 3 NEXT

Estimated time required: 60 minutes Learning aims Help | Text only

social care institute for excellence scie

Overview of communication skills in social work

Introduction ☒ Quiz ☐ Principles & Skills ☐ Practice ☒ Conclusion ☐ References

Pathway

This section looks at how communication skills link to different aspects of social work practice.

The pathway shows a series of everyday tasks in social work. Click on a task for a brief account of what it involves. Then the next screen helps you to understand the role of communication in this task and you can listen to real life examples.

1. Referral
2. Assessment
3. Planning and arranging
4. Review
5. Records and report writing
6. Case conferences and discussions
7. Ongoing work
8. Endings: Case transfer and closure
9. Empowering service users

BACK Page 1 of 1 NEXT

Challenges

Using imagery to drive content

Barriers to Communication

social care institute for excellence scie

Introduction Identifying Barriers Conclusion References

Do your thoughts correspond with ours. Click on the highlighted areas to find out.

BACK Page 3 of 3 NEXT

Challenges

Addressing complexity

social care institute for excellence scie

Estimated time required: 60 minutes Learning aims Help | Text only

Forming and maintaining relationships with service users, carers, professionals and others

social care institute for excellence scie

Introduction Building relationships Self knowledge/professional use of Conclusion References

Building relationships

Personal qualities
The ability to demonstrate and communicate

Professional attributes
The ability to demonstrate and communicate

In building successful relationships you must have a combination of good personal qualities and strong professional attributes. To find out more about what makes up these areas, explore the diagram above.

BACK Page 4 of 4 NEXT

Estimated time required: 60 minutes Learning aims Help | Text only

Forming and maintaining relationships with service users, carers, professionals and others

social care institute for excellence scie

Introduction Building relationships Self knowledge/professional use of Conclusion References

Back to main diagram

Personal qualities

The ability to demonstrate and communicate

Empathy
Warmth
Courage
Openness
Honesty
Reliability and consistency
Care and concern

Use the framework above to explore the different personal qualities. You can also listen to a social worker's account regarding the importance of professional attributes.

BACK Page 4 of 4 NEXT

Estimated time required: 60 minutes Learning aims Help | Text only

Forming and maintaining relationships with service users, carers, professionals and others

social care institute for excellence scie

Introduction Building relationships Self knowledge/professional use of Conclusion References

Back to main diagram

Professional attributes

The ability to demonstrate and communicate

Knowledge
Skills
Professional boundaries
Social work values
Professional ethics

Use the framework above to explore the different personal qualities. You can also listen to a social worker's account regarding the importance of professional attributes.

BACK Page 4 of 4 NEXT

Conclusion – learning from creating e-learning objects

- What we have learnt from the process
- Taking that learning into our teaching

social care institute for excellence scie